

HS 2171/2671

Medicine before 1800:

Changing Conceptions of the Body, Disease and Health in Early Modern Europe

Semester 1 2002-2003



Course Tutor: Dr Penelope Gouk

Wellcome Unit for the History of Medicine
Room 3.37, Mathematics Tower
Tel: 275 5910
Email: gouk@man.ac.uk

Lectures: Wednesdays 12.00pm - 1.00pm
Rm 2.10 Mathematics Tower

Seminars: (subject to confirmation)

Office Hours: Tuesdays 2.00-3.00 and by appointment

INTRODUCTION

How did medical practitioners and the lay public understand the nature of the body, disease, and health in a 'pre-modern' and 'pre-scientific' age? Until the 19th century, the guiding system of Western medicine was one which went back to Galen (2nd century AD). However, between c. 1550-c. 1700 there were major challenges to this traditional system by men who are considered to have laid the foundations of the 'medical Enlightenment' of the eighteenth century and beyond. This course places 'heroes' such as Vesalius, Paracelsus, Harvey and Sydenham within a broader social and religious context, and also draws attention to the ideas and experience of ordinary men and women.

Aims

- To introduce students to how medical practitioners and the lay public understood the body, health and disease in early modern Europe
- To identify changes and continuities in medical knowledge and practice of the period, and to explain their relationship to broader social and cultural trends

Objectives

By the end of the course students should be able to

- outline the features of traditional humoral medicine and compare them to alternative theories emerging in the period
- understand the overall structure of the early modern medical marketplace and its relationship to domestic and vernacular medicine
- explain why it is important to know about religious and social change for an understanding of early modern medicine
- use the main source documents in a critical manner to analyse and discuss these themes and also to substantiate their own judgements

TEACHING

This module is taught through one lecture and one seminar each week in Semester 1. Lectures will be held on Wednesdays at 12.00 in room 2.10 Maths Tower. You should take notes at the lectures and file them with any handouts distributed by the lecturer; these will be useful in the preparation of your essay and assessed coursework.

In addition to lectures, you are required to attend one seminar a week. Times and venues will be arranged at the first lecture. **Seminars are an integral part of the course and are therefore compulsory.** Students who do not attend will be reported to their departmental tutors.

There are two required readings each week, one as background to the lecture, and one which provides the basis for seminar discussion and written coursework. Readings are obtainable in the Short Loan Collection in the John Rylands Library. [SLC call mark in brackets.]

ASSESSMENT FOR 10-CREDIT COURSE HS 2171

HS 2171 is the 10-credit version of this course. It is assessed by seminar assignments (50%), and one 1,500-word essay (50%).

For each seminar you will read an article, in addition to your lecture reading. Additional reading are also included for each topic in this course outline. These are particularly useful in the preparation of essays, but are also valuable for preparing seminar assignments.

Each week you are expected to prepare answers to some questions based on your seminar reading and any other relevant sources that you find useful in thinking about the questions. The questions are designed to help you assimilate the week's reading and to provide a basis for class discussions, so you may be asked what you have written! The answers for each week's questions should occupy no more than 2 sides of A4 paper in total. This weekly preparation will help you to develop your analytical, writing and communication skills and also provides the basis for your assessed coursework. By the end of term each student will have produced the following:

Seminar assignments (50%)

- 1) A summary of an article, either by Debus or Webster (readings for discussion seminar week 3), to be handed in no later than at the lecture in week 5 (23 October).
- 2) Written answers to four seminar questions selected from the seminar readings 1-5, each answer from a different text, to be handed in no later than at the lecture in week 8 (20 November).

Note: Do not answer a question on the reading you have summarised for assignment 1

- 3) Written answers to four seminar questions selected from seminar readings 6-11, each answer from a different text, to be handed in no later than at the lecture in week 12 (18 December).

Guidelines for preparing seminar work:

each assignment SHOULD OCCUPY NOT MORE THAN 2 SIDES OF A4 IN TOTAL.

- Put the relevant question in front of each answer.
- don't use bullet points or diagrams (especially ones showing the humoral system!)
- don't copy out chunks of texts without attribution, but rephrase in your own words.
- The answer to a particular question might not be found in exactly one place, but distributed through the text. If it appears simple, amplify the point to show your grasp of the issues.
- Take notice of the deadlines.

Essay (50%)

You will also be expected to produce a 1500-word essay to be handed in by **20 December 2002**.

This essay will contribute 50% of the final mark of the course. By way of preparation for this essay, you may submit an outline to the course tutor no later than 11 December 2002 if you require feedback.

A list of essay topics is given on p. 22 of this outline. Essays should conform to the Essay Guidelines attached to this outline. You will need to allow considerable time for reading around your subject and for planning and writing the essays. It is strongly recommended to start looking for the readings you will need as soon as possible in the library, and if they are already on loan, put in a reservation. Late essays, or essays which ignore the Essay Guidelines, will lose marks. Essays handed in late without a good explanation will not be marked and you will receive no credit.

ASSESSMENT FOR 20-CREDIT COURSE HS 2671

HS 2671 is the 20-credit version of this course. It is assessed by seminar assignments (25%), one 1500-word essay (25%), and a 3000-5000 word project (50%).

For each seminar you will be asked to read an article, in addition to your lecture reading. Additional reading are also included for each topic in this course outline. These are particularly useful in the preparation of essays, but are also valuable for preparing seminar assignments.

Each week you are expected to prepare answers to some questions based on your seminar reading and any other relevant sources that you find useful in thinking about the questions. The questions are designed to help you assimilate the week's reading and to provide a basis for class discussions, so you may be asked what you have written! The answers for each week's questions should occupy no more than 2 sides of A4 paper in total. This weekly preparation will help you to develop your analytical, writing and communication skills and also provides the basis for your assessed coursework. By the end of term each student will have produced the following:

Seminar assignments (25%)

1) A summary of an article, either by Debus or Webster (readings for discussion seminar week 3), to be handed in no later than at the lecture in week 5 (23 October).

2) Written answers to four seminar questions selected from the seminar readings 1-5, each answer from a different text, to be handed in no later than at the lecture in week 8 (20 November).

Note: Do not answer a question on the reading you have summarised for assignment 1

3) Written answers to four seminar questions selected from seminar readings 6-11, each answer from a different text, to be handed in no later than at the lecture in week 12 (18 December).

Guidelines for preparing seminar work:

each assignment SHOULD OCCUPY NOT MORE THAN 2 SIDES OF A4 IN TOTAL.

- Put the relevant question in front of each answer
- don't use bullet points or diagrams (especially ones showing the humoral system!)
- don't copy out chunks of texts without attribution, but rephrase in your own words.
- The answer to a particular question might not be found in exactly one place, but distributed through the text. If it appears simple, amplify the point to show your grasp of the issues.
- Take notice of the deadlines.

Essay (25%)

You will also be expected to produce a 1500-word essay to be handed in by **20 December 2002**.

This essay will contribute 25% of the final mark of the course. By way of preparation for this essay, you may submit an outline to the course tutor no later than 11 December 2002 if you require feedback.

A list of essay topics is given on p. 22 of this outline. Essays should conform to the Essay Guidelines attached to this outline. You will need to allow considerable time for reading around your subject and for planning and writing the essays. It is strongly recommended to start looking for the readings you will need as soon as possible in the library, and if they are already on loan, put in a reservation. Late essays, or essays which ignore the Essay Guidelines, will lose marks. Essays handed in late without a good explanation will not be marked and you will receive no credit.

Project (50%)

The 3000-5000 word project is to be submitted by **17th January 2003**. The purpose of the project is to introduce you to the specialist literature on a topic arising from the course that you want to study in more depth, and to present a critical analysis of this literature in essay form. It is based on substantially more reading than the course essay, and where possible this will include at least one primary source.

A meeting for students who are taking the 20-credit option will be held with the course lecturer in the early part of term to discuss possible topics (date to be arranged).

A suitable topic and title for the project will be agreed on in consultation with the course tutor, preferably by mid-November to allow ample time for preparation. When you have agreed a topic and preliminary readings, you should meet with the course tutor as required (and at least once during the time you are working on the project) to discuss progress, additional readings, etc.

Late projects, or those which ignore the conventions in the Essay Guidelines, will lose marks. Projects handed in late without a good explanation will not be marked and you will receive no credit.

Possible topics might include

- an exploration of the relationship between medicine and early modern religious beliefs, focusing on a particular individual (or two). e.g. Robert Fludd, John Webster
- astrological medicine and its 'decline'
- A critical review of literature on (early modern) epidemics and history
- An analysis of an early modern medical text e.g. Thomas Elyot, *Castel of Health*, William Bullein, *Defense against sickness* and what it can tell us about attitudes of the time
- a comparison between the e.g. French and English medical professions in the 17th century
- reconstructing the experience of a medical student in e.g. 16th cent Padua, 18th cent Edinburgh
- a modified version of any one of the course essay questions (subject to agreement with lecturer) except the question being answered for the 1,500 word essay

General Reading

Essential Reading

For introductory reading and for general reading during the course, I recommend

M. Lindemann, *Medicine and Society in Early Modern Europe*, Cambridge, 1999.

L. I. Conrad et al, *The Western Medical Tradition 800 BC to AD 1800*. Cambridge, 1995.

Medical History

Other useful introductory text books on aspects of medical history covered in the course include:

R. Porter, *Disease, medicine and society in England, 1550-1860*. 2nd ed., Basingstoke, 1993.

R. Porter, ed., *The Cambridge Illustrated History of Medicine*. Cambridge, 1996.

R. Porter, *The Greatest Benefit to Mankind. A Medical History of Humanity from Antiquity to the Present*. London, 1997.

I. Loudon, ed. *Western Medicine: An Illustrated History*. Oxford, 1997.

Companion Encyclopedia of the History of Medicine, ed. W. F. Bynum and R. Porter. London and New York, 1993.

For further reading on medicine before 1600 the following can be suggested:

C. Rawcliffe, *Medicine and Society in Later Medieval England*. Stroud: Sutton, 1995.

N. G. Siraisi, *Medieval and Early Renaissance Medicine. An Introduction to Knowledge and Practice*. Chicago and London, 1990.

Early Modern History

If you have not done any history courses before, I also recommend that you browse one or two general history textbooks on European and British history which cover the period between 1400-1800.

De Lamar Jensen, *Reformation Europe: Age of Reform and Revolution*, Lexington, MA and Toronto, 1992.

D. H. Pennington, *Seventeenth-century Europe*, London, 1970.

C. Hill, *A Century of Revolution 1603-1714*, 2nd edn London, 1991.

J. Black, *Eighteenth-Century Europe 1700-1789*. London, 1990.

D. Marshall, *Eighteenth-Century England*. 2nd ed., London, 1974.

D. Outram, *The Enlightenment*. Cambridge: Cambridge University Press, 1995.

S. Mendelson and P. Crawford. *Women in Early Modern England*, 1998.

General Reading List

There is also a comprehensive General Reading List for the course available from the course tutor on request.

WWW sources

You might also wish to consult the World Wide Web for further information on specific topics, but there is a lot of misinformation and some bad history there, and you should not believe everything that you read. **If you cite a web address in your bibliography the reference must include the date you accessed it.**

LECTURE/SEMINAR SCHEDULE AND OUTLINE

Lectures take place weekly on Wednesdays at 12.00-1.00.

Seminars are scheduled on the basis of course numbers and student availability, and always take place at least a day after the lecture. THEY ARE COMPULSORY AND ABSENCES WILL BE NOTIFIED TO YOUR DEPARTMENT.

Because the lectures are held mid-week, please note that the seminar for a particular ‘Week’ listed below may take place either some time during Thurs-Fri of the same week, or some time during Mon-Wed of the following week (this includes Mon-Wed of week 12, when you may need to discuss your essay!!).

In particular, note that because Week 7 is Reading Week (11-17 Nov 2002), the seminars for Week 6 will take place either on Thurs-Fri of that week (i.e. 7-8 Nov) or Mon-Wed of Week 8 (i.e. 18-20 Nov).

Week	LECTURE	SEMINAR
1	Galen and Galenism: overview of course	No seminar (but you can answer seminar questions for assessed coursework)
2	Medical Renaissance	Vesalius and anatomy
3	Medicine in Context: Disease and Disorder in Society	Paracelsus: comparing historical views
4	Medical Marketplace	‘Orthodox’ vs ‘unorthodox’ medicine
5	Self-Help Therapies Deadline for article summary	Medicine ‘from below’
6	William Harvey and circulation	Responses to Harvey
7	Reading week: no lecture	No seminar
8	Magic to ‘Scientific Revolution’? Deadline for 4 seminar questions	Descartes and the Scientific Revolution
9	Responses to plague and other diseases	1665 plague text
10	The ‘English Hippocrates’	Thomas Sydenham in context
11	Enlightenment medical education	Scottish Enlightenment medicine
12	Themes and conclusions Deadline for 4 seminar questions	No seminar

Week 1 Galen to Galenism: humoral medicine and pre-modern conceptions of the body

Lecture Reading:

Nancy G. Siraisi, *Medieval and early Renaissance medicine. An introduction to knowledge and practice*. Chicago and London, 1990, pp. 1-16.[CRes. 999/S340]

Seminar Reading:

M. Lindemann, *Medicine and Society in Early Modern Europe*, chapter on Sickness and Health”, pp. 8-36. [CRes. 610.94/L1]

This week’s lecture and seminar reading is to help you understand pre-modern conceptions of the body by focusing on the Galenic tradition and humoral medicine. Humoralism provided a guiding system for Western medicine for thinking about health and the body right up until the nineteenth century. There is no seminar scheduled for this week, but the following questions are to help guide your reading, and will be a starting-point for future discussions. You can also use this material in preparation for your assessed work.

Seminar Questions:

- 1) Why was balance such an important concept in humoral medicine?
- 2) What does 'regimen' mean, and why was it associated with the 'constitution'?
- 3) How and why did early modern people use sympathy in their search for cures?
- 4) What explanations were given for madness?

You should prepare written answers to the questions above. Your answers should occupy no more than 2 sides of A4 paper. They will not be formally assessed, but you may hand your answers in for feedback at the next seminar. Remember feedback will help you improve or consolidate your performance in the assessed coursework, in which you are expected to answer one question from each of four seminar texts (first batch due Week 8).

Suggestions for further reading on Galenism (also useful for essays):

L. Conrad et al, *Western Medical Tradition*, chapters 2 and 3.

O. Temkin, *Galenism: rise and decline of a medical philosophy*. Ithaca, N.Y. 1973.

V. Nutton, “Humoralism.” In *Companion Encyclopedia of the History of Medicine*, ed. W. F. Bynum and R. Porter. London and New York, 1993. Vol 1, 281-91.

V. Nutton, “Galen at the Bedside: the methods of a medical detective.” In *Medicine and the Five Senses*, ed. W. F. Bynum and R. Porter. 1-6. Cambridge, 1993.

R. E. Siegel, *Galen’s System of Physiology and Medicine*. Basel and New York, 1968, especially cap 4, ‘The humoral doctrine’.

V. Nutton, “Greek science in the sixteenth-century Renaissance.” In *Renaissance and Revolution. Humanists, Scholars, Craftsmen and Natural Philosophers in Early Modern Europe*, ed. J. V. Field and F. A. L. James. Cambridge, 1993. 15-28.

L. S. King, *The Medical World of the Eighteenth Century*. Chicago, 1958.

Week 2 The ‘Medical Renaissance’: new discoveries, new visions

Lecture Reading:

L. Conrad et al, *Western Medical Tradition*, pp. 264-293 on anatomy. [C.Res. 610.9/C17]

Seminar Reading:

selections from A. Vesalius, *De Corporis Humana* (1553) in C. D. O’Malley, *Andreas Vesalius*. Los Angeles: 1965, pp. 317-26, 342-5, 361-7 (Preface and letter, Method of conducting anatomy, dissection of the heart) [C.Res 999/O44]

The purpose of this week’s seminar will be to understand the significance of Vesalius’s contribution to the development of anatomical knowledge by examining how he presented himself and his findings. In particular, we will look at the devices employed by Vesalius to convince others of the importance of his work. You should read the text very carefully, and prepare answers to the questions below. These questions are to help guide your reading, and will be a starting-point for class discussions.

Seminar Questions:

- 1) What reasons does Vesalius give for the decline of ‘ancient’ medicine?
- 2) What is the ‘triple method’ of treatment he recommends?
- 3) Who does he think his audience will be for the *De Fabrica*, and why does he need pictures?
- 4) How does his style differ in the Preface from his directions on conducting anatomy?

Suggestions for further reading on Vesalius and the Renaissance (also useful for essays):

K. Park, “Medicine and the Renaissance.” Cap 5 In Loudon, ed., *Western Medicine*. 66-79.

A. Wear and R. K. French, eds. *The Medical Renaissance of the Sixteenth Century*. Cambridge, 1985.

A. Cunningham, *The Anatomical Renaissance*. Aldershot, 1997.

C. D.O’Malley, *Andreas Vesalius of Brussels*. Los Angeles, 1965.

I. Maclean, *Logic, signs and nature in the Renaissance: the case of learned medicine*. Cambridge, 2002.

N. G. Siraisi, *The Clock and the Mirror: Girolamo Cardano and Renaissance Medicine*. Princeton, 1997.

J. Sawday, *The body emblazoned: dissection and the human body in Renaissance culture*. London, 1995.

G. Ferrari, “Public anatomy lessons and the Carnival: the Anatomy Theatre of Bologna.” *Past and Present* 117 (1987): 50-106.

V. Nutton, “Wittenberg anatomy.” *Medicine and the Reformation*. Eds. O. Grell and Andrew Cunningham. Cambridge, 1993. 11-32.

D.Gentilcore, *Healers and healing in early modern Italy*. Manchester, 1998.

M. Alic, *Hypatia’s Heritage. A history of women in science from antiquity to the late nineteenth century*. London, 1986. Pp. 77-147.

Week 3 **Medicine in Context: disease and disorder in society**

Lecture/Seminar Reading:

Allen G. Debus, *Man and Nature in the Renaissance*. Cambridge, 1978, pp. 16-33. [C.Res. 999/D237]

Seminar Reading:

C. Webster, 'Paracelsus: medicine as popular protest' in O. Grell and A. Cunningham, eds. *Medicine and the Reformation*. Cambridge, 1993, pp. 57-77. [CRes. 999/G266]

The purpose of this week's seminar is to contrast accounts given by two different historians on Paracelsus. (Being able to discuss contrasting viewpoints is a useful skill in writing essays). **For the seminar you should have read both Webster and Debus.** Webster focuses on the religious and revolutionary significance of Paracelsus, whereas Debus is more concerned with the (al)chemical and magical dimension of Paracelsianism, and its role in the emergence of modern science.

Seminar Questions:

- 1) What are the key features of Paracelsian alchemy, and which of these does Debus identify (either explicitly or implicitly) as contributing to modern science?
- 2) How did Paracelsian physicians differ in their medical theory and practice from the Galenists?
- 3) What evidence does Webster use to show the unity of Paracelsus's vocation 'as apostle, prophet and healer' ? (quote from p. 74, the last sentence of the article)
- 4) How did Paracelsus mix social criticism with his medical advice, and who tried to suppress his message?

Assessment

The assessed coursework for this week is a word processed summary (maximum 2 pages of A4) of the reading assigned to you for the seminar this week, either Webster or Debus. Your answer should critically summarise the key points made by the author (not in bullet points, but discursively) and illustrate his argument with examples drawn from the text. This exercise will assess your ability to understand historiographical issues and extend your reading and powers of analysis.

Deadline: the assignment should be handed in no later than the lecture for **week 5 (30 October)**

Suggestions for further reading on disease and disorder, especially 'Paracelsianism':

L. Conrad et al, *Western Medical Tradition*, pp. 310-25.

O. Grell, ed. *Paracelsus: the man and his reputation, his ideas and their transformation*, *Studies in the History of Christian Thought*. Leiden, 1998.

O. Grell and A. Cunningham, eds. *Medicine and the Reformation*. London, 1993.

O. Grell and A. Cunningham, eds. *Religio medici: Medicine and Religion in Seventeenth-Century England*. Aldershot, 1996.

W. Pagel, *Paracelsus*. 2nd rev. edn, Basel and London, 1982.

A. G. Debus, *The English Paracelsians*. New York, 1965.

A. G. Debus, *Alchemy and Chemistry in the Seventeenth Century*. Los Angeles, 1966.

- H. J. Cook, *The Decline of the Old Medical Regime in Stuart London*. Ithaca, 1986.
- A. Wear, and R. French, eds. *The Medical Renaissance of the Sixteenth Century*. Cambridge, 1985.
- A. Wear, *Knowledge and practice in English medicine: 1550-1680*. Cambridge, 2000.
- C. Webster, "Alchemical and Paracelsian medicine." In Webster, ed. *Health, Medicine and Mortality in the Sixteenth Century*. Cambridge, 1979. 301-34.
- C. Webster, *The Great Instauration: Science, Medicine and Reform 1626-1660*. London, 1975.
- C. Webster, *From Paracelsus to Newton: magic and the making of modern science*. Cambridge, 1982.
- A. Weeks, *Paracelsus: speculative theory and the crisis of the early Reformation* Albany, 1997.
- On line exhibition of *PARACELsus*, *Five Hundred Years*:
http://www.nlm.nih.gov/exhibition/paracelsus/paracelsus_1.html (accessed 22/07/02)

Week 4 The Medical Marketplace: orthodox and unorthodox practitioners

Lecture Reading:

John Henry, "Doctors and healers: popular culture and the medical professions." *Science, culture and popular belief in Renaissance Europe*. Eds. S. Pumfrey, P. L. Rossi and M. Slawinski. Manchester, 1991. 191-221 [C.Res. 999/P294]

Seminar Reading:

Laurence Brockliss and Colin Jones *The Medical World of Early Modern France*, Oxford, 1997, pp. 284-306 (from chapter 5 'The sick and their practitioners'). [C. Res. 999/B862]

This week's seminar will consider the range of medical practitioners available to the sick in early modern society, through focusing on France. In particular we will be addressing questions about the differences in health care offered by 'orthodox' and 'unorthodox' practitioners, and the comparative availability of resources in urban and rural areas. Although the seminar text is about France, there is a great deal of similarity with the medical marketplace in early modern England.

Seminar Questions:

- 1) Why was the distinction between rich and poor in practitioner choice less acute than it might seem?
- 2) On what grounds might a wealthy patient resort to an empiric?
- 3) Why did elite physicians hate empirics?
- 4) What obligations did the informal 'contract' between patient and practitioner usually entail (on both sides)?

Suggestions for further reading on the medical marketplace (see also pp. 23-24 below)

H. J. Cook, *The Decline of the Old Medical Regime in Stuart London*. Ithaca, 1986.

M. E. Fissell, *Patients, Power, and the Poor in Eighteenth-Century Bristol*. Cambridge, 1991.

M. Pelling and C. Webster. "Medical practitioners." In *Health, medicine and mortality in the sixteenth century*, ed. C. Webster. Cambridge, 1979, 165-235.

M. Pelling, 'Unofficial and Unorthodox Medicine' in Loudon, ed., *Western Medicine*, 264-76.

M. Pelling. *The common lot: sickness, medical occupations and the urban poor in early modern England*. London and New York, 1998.

G. Pomata. *Contracting a Cure. Patients, Healers, and the Law in Early Modern Bologna*. Baltimore, 1998.

R. Porter, *Health for sale: quackery in England 1650-1850*. Manchester, 1989.

R. Porter, *Bodies politic: disease, death and doctors in Britain, 1650-1900*. London, 2001.

A. Wilson, *The Making of Man-Midwifery: Childbirth in England, 1660-1770*. London, 1995.

Week 5 Self-Help Therapies: domestic and popular medicine

Lecture Reading:

Mary E. Fissell, *Patients, Power, and the Poor in Eighteenth-Century Bristol*. Cambridge: Cambridge University Press, 1991, chap 2, 'Everyone their own physician' [C. Res. 999/F205]

Seminar Reading:

Lucinda McCray Beier, "In sickness and in health: a seventeenth-century family's experience." In R. Porter, ed. *Patients and practitioners: lay perceptions of medicine in pre-industrial society*. Cambridge, 1985, 101-128.[C. Res. 999/P168]

During the seminar, we will consider various approaches that historians have used to interpret primary sources in relation to the history of medicine in early modern England.

Seminar Questions:

- 1) What forms of evidence can historians use to discover how 'ordinary' people diagnosed and treated their ailments in the early modern period?
- 2) What are the main 'adult disorders' Beier identifies and how are they identified by Josselin himself?
- 3) How did early modern people know if a remedy 'worked' or not?
- 4) How far is Beier able to reconcile early modern descriptions of particular disorders with 'anachronistic diagnoses of what the seventeenth-century sufferer "really had"'? (p. 103 of reading.)

Suggestions for further reading on popular medicine and self-help 16th-18th centuries

W. Brockbank, "Country Practice in Days Gone By: parts 1 and 2." *Medical History* 4 (1960): 65-9; *Medical History* 5 (1961): 173-7. (extracts from contemporary diaries.)

B. Capp, *Astrology and the popular press: English almanacs 1500-1800*. London, 1979.

L. Hunter, "Women and Domestic Medicine: Lady Experimenters, 1570-1620." In *Women, Science and Medicine*, ed. L. Hunter and S. Hutton. Thrupp, 1997, 89-107.

Jardine, Lisa (1999). *Ingenious Pursuits: Building the Scientific Revolution*. London, 1999.

D. E. Nagy, *Popular medicine in seventeenth-century England*. Ohio, 1988.

R. Porter, "The patient in England, c. 1660-c.1800." *Medicine in society* Ed. A. Wear. Cambridge, 1992. 91-118.

Slack, Paul. "Mirrors of health and treasures of poor men: the uses of the vernacular medical literature of Tudor England." In *Health, Medicine and Mortality in the Sixteenth Century*, edited by Charles Webster, Cambridge, 1979, pp. 237-74.[C.Res.999.W407]

A. Wear, "The popularization of medicine in early modern England." In *The popularization of medicine, 1650-1850*. Ed. Roy Porter. London, 1992, 17-41.

Rosenberg, Charles E. "Medical text and social context. explaining William Buchan's *Domestic Medicine*." In *Explaining Epidemics and Other Studies in the History of Medicine*, ed Rosenberg, 32-56. Cambridge, 1992.

Week 6 William Harvey and the circulation of the blood

Lecture Reading:

A. Cunningham, "William Harvey: the discovery of the circulation of the blood." *Man masters nature*. Ed. Roy Porter. London, 1987, pp 65-76.[C. Res. 999/P169]

Seminar Reading:

'Early reactions in England', Chapter 6 of R. French, *William Harvey's Natural Philosophy* Cambridge, 1994, pp. 114-149. [C. Res.999.F302]

Over the next two seminars and in week 10 we will be focusing on 'heroes' in the history of medicine: William Harvey, who 'discovered' the circulation of the blood, René Descartes, the foremost proponent of the mechanical philosophy, and Thomas Sydenham, the founder of 'bedside medicine'. The purpose is to show that these 'great men' do not easily fit our present day categories of science or of medical researcher, nor were their theories accepted by everyone in their own time. We will consider how historians have tried to situate these figures in broader cultural contexts, in order to show the complexity of their beliefs and their relationship to science and society.

Seminar Questions:

- 1) On what grounds does Primrose reject Harvey's theory of circulation, especially the propositions in Book 9 of *De motu*?
- 2) What made Harvey's doctrines attractive to Robert Fludd?
- 3) How did Harvey reconcile his innovatory theories with enforcing orthodox medical practice?
- 4) Which parts of Harvey's book did Read find interesting, and how does French show this?

Further reading on Harvey and the circulation of the blood

For a translation of William Harvey, *On the Motion of the Heart and Blood*, see <http://www.fordham.edu/halsall/mod/1628harvey-blood.html> (Accessed 22/07/02)

J. J. Bylebyl, ed. *William Harvey and his Age*. Baltimore and London, 1979.

L. Conrad et al, *Western Medical Tradition*, pp. 325-340.

A. G. Debus, "Harvey and Fludd: The irrational factor in the rational science of the seventeenth century." *Journal of the History of Biology* 3 (1970): 81-105.

Debus, A. G., ed. *Medicine in Seventeenth-Century England*. Berkeley, 1974 (chapter on Harvey and Fludd).

R. A. Erickson, 'The Phallic Heart: William Harvey's The Motion of the Heart and "The Republic of Literature"'. *The language of the heart, 1600-1750*. Philadelphia, 1997. pp. 61-88.

R. G. Frank, *Harvey and the Oxford physiologists: scientific ideas and social interaction*. Berkeley, Los Angeles and London, 1980, especially pp. 1-42.

G. Keynes, *The life of William Harvey*. Oxford, 1978.

W. Pagel, *William Harvey's biological ideas: selected aspects and historical background*. Basel and New York: 1967.

W. Pagel, *New light on William Harvey*. Basel; London, 1976.

A. Wear, "The heart and blood from Vesalius to Harvey." *A Companion to the History of Modern Science*. Ed. R. C. Olby, et al. London and New York, 1990. 568-82.

G. Whitteridge, *William Harvey and the Circulation of the Blood*. London, 1971.

Week 7 Reading week: no lecture

There is no lecture or seminar for this week but don't forget you have the first set of four seminar questions to hand in by next week's lecture (**20th November**).

You should already be thinking about planning your course essay, and if you have not already done so, finding the books and articles you will need in the library.

Those working on a project should also be reading around their topic and planning an outline.

Week 8 From Magic to ‘Scientific Revolution’? Rival medical theories in the seventeenth century

Lecture Reading:

L. Conrad et al, *Western Medical Tradition*, pp. 340-61 ‘the new science’, also optionally see M. Lindemann, *Medicine and Society*, pp. 77-85.

Seminar reading:

S. Shapin, “Descartes the doctor: rationalism and its therapies.” *British Journal for the History of Science* 33, no. 2 (2000): 131-154.[C.Res. 999/S729]

The purpose of this seminar is to build on last week’s investigation into individuals and their historical context. It will concentrate on Descartes, a key figure in the seventeenth century ‘Scientific Revolution’. Analysing Descartes’s attitudes towards popular medicine and rationalism, we will begin to gauge the complexity of the relationship between traditional medical theory and that supposedly based on a ‘new philosophy’.

Seminar questions:

- 1) On what grounds did the ‘modernising’ natural philosophers dismiss traditional medicine as bogus?
- 2) What were Descartes’ goals in reforming medicine, and how were they to be achieved?
- 3) What kind of medical advice did he offer to his friends?
- 4) How different was this from traditional medicine?

Further reading on medicine and the ‘Scientific Revolution’

W. F. Bynum, “Nosology.” In *Companion Encyclopedia of the History of Medicine*, ed. W. F. Bynum and R. Porter. London and New York, 1993. Vol. 1, 335-56.

H. J. Cook, “The new philosophy and medicine in seventeenth-century England.” (reading wk 10)

M. Lindemann, *Medicine and Society*, pp. 66-91: ‘Learned Medicine’

A. G. Debus, ed. *Medicine in seventeenth-century England*. Berkeley, 1974.

R. French, *William Harvey’s Natural Philosophy* Cambridge, 1994, chapter 7 (on Descartes).

J. Henry, *The Scientific Revolution*. London, 1997.

L. Jardine, *Ingenious Pursuits: Building the Scientific Revolution*. London: Little, Brown, 1999.

B. B. Kaplan, *Divulging of useful truths in physick: the medical agenda of Robert Boyle* Baltimore, 1993.

W. Pagel, *Joan Baptista Van Helmont: Reformer of Science and Medicine*. Cambridge, 1982.

C. Webster, *The Great Instauration: Science, Medicine and Reform 1626-1660*. London, 1975.

A. Wear, *Knowledge and practice in English medicine: 1550-1680*. Cambridge, 2000.

R. S. Westfall, *The Construction of Modern Science*. Cambridge, 1977.

R. Porter, “The Scientific Revolution? A Spoke in the Wheel.” In *Revolution in History*, edited by Roy Porter and M. Teich, 290-316. Cambridge: Cambridge University Press, 1986.

Week 9 Responses to plague and other epidemics

Lecture Reading:

M. Lindemann, *Medicine and Society in Early Modern Europe*, chapter on “Epidemics and Infectious Diseases”, pp. 37-66. [C.Res.610.94/L1]

Seminar Reading:

J. V., *Golgotha: or, A Looking-Glass for London*. London, 1665.[C.Res.999/G234]

In this seminar we look at one of the many plague pamphlets produced in London during the seventeenth century. Its author, J. V., has not been identified but in the light of *Golgotha*'s contents we may be able to conjecture about his (?) social background, occupation and possible motives for publishing. (Remember Webster's article on Paracelsus.) With its use of 'f's for 's' the text is hard to read at first, it will also be helpful to have a Bible at hand to check the Scriptural references. If you can, find out what, or rather where, Golgotha is!

Seminar Questions:

- 1) What causes does the author invoke for the 'present plague', and why is Israel relevant?
- 2) On what grounds does he reject the practice of 'shutting up'?
- 3) What treatments does he recommend towards the cure and prevention of plague, and are these typical?
- 4) What can we infer from the pamphlet's contents about the author's background and possible occupation?

Further reading on plague and public health (see also pp. 23-24 below)

M. Lindemann, *Medicine and Society* pp. 37-66 (lecture reading for week 9).

L. Conrad, et. Al, *Western Medical Tradition*, 189-98, 215-25, *passim*.

E. A. Eckert. "The retreat of plague from Central Europe, 1640-1720: a geomedical approach." *Bulletin of the History of Medicine* 74, no. 1 (2000): 1-28.

L. Granshaw, "The rise of the modern hospital in Britain." In *Medicine in society* ed. A. Wear. Cambridge, 1992. 197-218.

Wear, Andrew. "Making sense of health and the environment in early modern England." In Wear, *Medicine in society*. 119-47.

R. Porter, *Disease, medicine and society in England, 1550-1860*. 2nd ed., Basingstoke, 1993.

B. Pullan, "Plague and perceptions of the poor in early modern Italy." *Epidemics and Ideas*: Ed. T. Ranger and P. Slack. Cambridge, 1992, 101-123.

P. Slack, *The impact of plague on Tudor and Stuart England*. Oxford, 1985.

P. Slack, "The Response to plague in early modern England." In *Famine, Disease and the Social*, ed . Walter and R. Schofield, Cambridge, 1989, pp. 167-87.

O. P. Grell, and A. Cunningham, eds. *Health Care and Poor Relief in Protestant Europe 1500-1700*. London, 1997.

O. P. Grell, and A. Cunningham, eds. *Religio medici: medicine and religion in seventeenth-century England* Aldershot, 1996

Week 10 Thomas Sydenham: the ‘English Hippocrates’ and clinical medicine

Lecture Reading:

H. J. Cook, “The new philosophy and medicine in seventeenth-century England.” In *Reappraisals of the scientific revolution*, ed. D. C. Lindberg and R. S. Westman. Cambridge, 1990. 397-436. [C. Res. 999. L338]

Seminar Reading:

Andrew Cunningham, “Thomas Sydenham: epidemics, experiment and the “Good old cause”. In R. French and A. Wear, eds. *The Medical Revolution of the Seventeenth Century*. Cambridge, 1989, 164-90.[C. Res. 999.F103]

Returning to the theme of heroes in context, this week we will examine the approach of one historian who has tried to show how Thomas Sydenham’s ‘modern’ treatment and classification of diseases was shaped by a complex set of social, religious, and intellectual circumstances, especially the revolutionary upheavals in mid-seventeenth century England. The discussion will also build on earlier lectures and seminars (e.g. 3, 8, 9) in which remedies for disorder in the social body are connected to medical theories about the human body.

Seminar Questions:

- 1) What reasons does Cunningham give for Sydenham taking up medical practice and why are these seen as political?
- 2) Why did Sydenham and other ‘godly people’ regard the advancement of medicine as a religious act?
- 3) What led him to study epidemic diseases through his medical method (and what was this)?
- 4) How was Sydenham regarded in his own time, and why did his reputation as the ‘English Hippocrates’ increase during the eighteenth century?

Further Reading on Sydenham, Hippocrates and the English Revolution

(See also ‘Medical History’ and ‘Early Modern History’ readings in the General Reading section)

G. E. R. Lloyd, ed. *Hippocratic Writings*. London, 1983, pp. 139-47, ‘The Science of Medicine’.

L. Conrad, et. Al, *Western Medical Tradition*, pp. 1-31, 359-60.

D. Cantor, ed. *Reinventing Hippocrates*, Aldershot 2002.

H. J. Cook, *The Decline of the Old Medical Regime in Stuart London*. Ithaca, 1986.

K. Dewhurst, *Dr Thomas Sydenham (1624-1689)*. Berkeley, 1966.

L. S. King, “Empiricism and rationalism in the works of Thomas Sydenham.” *Bulletin of the History of Medicine* 44 (1970): 1-11.

C. Webster, “The College of Physicians: “Solomon’s House” in Commonwealth England.” *Bulletin of the History of Medicine* 41 (1967): 393-412.

C. Webster, *The Great Instauration: Science, Medicine and Reform 1626-1660*. London, 1975.

L. G. Wilson, "Fevers" In *Companion Encyclopedia of the History of Medicine*, ed. W. F. Bynum and R. Porter. London, 1993, Vol. 1, 382-411 (esp. 394-7).

D. E. Wolfe, "Sydenham and Locke and the limits of anatomy." *Bulletin of the History of Medicine* 35 (1960): 193-220.

Reminder: answers to the second four questions to be handed in by lecture on 18 December

Course essays are due no later than 20 December

Week 11 The ‘Enlightenment’: medicine and medical education in the 18th Century

Lecture Reading:

Risse, Guenter B. “Medicine in the Age of Enlightenment.” In *Medicine in Society: Historical Essays*. Ed. Andrew Wear. Cambridge, 1992. 149-96.[C. Res. 999.W253]

Seminar Reading:

C. Lawrence., "The nervous system and society in the Scottish Enlightenment." In *The Natural Order*, ed. B. Barnes and S. Shapin, London, 1979, pp. 19-40. [C.Res.999 B813]

By the late eighteenth century Edinburgh had become one of the most popular medical schools in northern Europe, and a major centre for the teaching of the new ‘scientific medicine’ in which theories of nervous disease predominated. The city was also the focus of the so-called ‘Scottish Enlightenment’ with such luminaries as David Hume and Adam Smith. During this seminar we will consider how historians have tried to show the integral relationship between Scottish philosophy, medical science, and aspects of the Scottish social structure; in other words the correspondence between the workings of social and human bodies. This will provide a valuable framework through which we can assess whether attachment to humoralism declined under the influence of the Enlightenment, and whether ‘Galenism’ in this period meant the same as it did to Renaissance doctors and their patients.

Seminar Questions:

- 1) Why are the three key phases in 18th-century Scottish history relevant to Lawrence’s overall argument?
- 2) Why was the nervous system central to Whytt’s physiology?
- 3) What relevance did Edinburgh physiology have to Edinburgh theories of society and history?
- 4) What is ‘scientific’ about the concept of sympathy being used by Edinburgh physicians and philosophers? (e.g. compared to ‘popular’ understandings of cures by sympathy, etc. in this period, see Fissell reading week 5)

Further reading on (mainly Scottish) Enlightenment medicine and medical education

(See also Enlightenment readings in the General Reading section)

M. Lindemann, ‘Medical Education’ in *Medicine and Society*, pp. 92-119.

L. Conrad et. al, *Western Medical Tradition*, pp. 446-62.

W. F. Bynum and Roy Porter, ed. *William Hunter and the Eighteenth Century Medical World*. Cambridge, 1985.

R. H. Campbell, and A. S. Skinner, ed. *Origins and Nature of the Scottish Enlightenment*. Edinburgh, 1982.

A. Doig, ed. *William Cullen and the eighteenth century medical world*:. Edinburgh 1993.

E. M. McGirr, *Cullen in context: William Cullen, M.D. (1710-1790)* Glasgow: 1990.

R. Porter, ed. *Medicine in the Enlightenment*. Amsterdam, 1995.

L. S. King, *The Medical World of the Eighteenth Century*. Chicago, 1958.

S. C. Lawrence, "Anatomy and address: creating medical gentlemen in eighteenth-century London." *The History of Medical Education in Britain*. Eds. V. Nutton and R. Porter. Amsterdam, 1995, pp. 199-228.

F. N. L., Poynter, ed. *The Evolution of Medical Education in Britain*. London, 1966.

G. Risse, *Hospital Life in Enlightenment Scotland: Care and Teaching at the Royal Infirmary of Edinburgh*. Cambridge, 1986.

L. Rosner, *Medical Education in the Age of Improvement: Edinburgh Students and Apprentices 1760-1826*. Edinburgh, 1990.

Week 12 Themes and conclusions

The lecture will look back at the course and consider the principal themes addressed during the term. It will also be the last opportunity to discuss course essays and projects.

Don't forget! The second set of four seminar questions has to be handed in for assessment by this week's lecture

The course essay is due on 20 December

MEDICINE BEFORE 1800: ESSAY TOPICS

Choose one from the following questions:

- 1) Did eighteenth-century medical understandings of mental afflictions differ from those of the sixteenth and/or seventeenth centuries, and if so, how?
- 2) What roles did women play in the early modern medical marketplace, and what evidence can be used to bring these to light? (you may draw on examples from more than one country)
- 3) Using examples from lecture and seminar texts where possible, explain why historians now believe that a sharp division between “popular” and “elite” medicine ‘fails to capture the medical reality of early modern Europe’ (Lindemann) .
- 4) What were the long-term consequences of the invention of printing on medical literature? As well as considering what ‘medical literature’ might include, your answer should examine changes in content as well as distribution of this material (16th-18th centuries), giving specific examples where possible.
- 5) To what extent can William Harvey’s theory of circulation be described as revolutionary? Consider this question from a seventeenth-century perspective as well as your own.
- 6) What was ‘Hippocratic’ about Sydenham’s medical theory and practice, and why has it been seen as different from ‘Galenic’ medicine?
- 7) Have historians satisfactorily explained the connection between Paracelsian medical theory and religious beliefs in the seventeenth century?
- 8) Is the concept of a ‘Scientific Revolution’ still useful for the history of medicine?
- 9) What means were used towards the cure and prevention of plague (or, alternatively the ‘great pox’) in early modern Europe, and by whom?

Leave two copies of the essay in the designated box outside my office, 3.3.37 Maths Tower **no later than 3.00pm on 20 December 2002**. Late essays will not be marked, and no credit will be given. If you have any difficulties producing an essay on time, or have any problems, please contact me as soon as possible.

Essays submitted by due date will be marked and returned to the appropriate box outside my office with an assessment sheet by 17 January 2003.

For further information on writing and assessment of essays, see attached guidelines.

SUGGESTIONS FOR FURTHER READING (SEE ALSO BACKGROUND SEMINAR READINGS)

The medical marketplace: orthodox and unorthodox practitioners

L. Conrad et al, *Western Medical Tradition*, pp. 127-35 (Arab-Islamic tradition), 446-62 (18th cent).

R. Porter, *Disease, Medicine and Society* [General Reading], cap. 2.

M. Pelling, "Compromised by Gender: the Role of the Male Medical Practitioner in Early Modern England." In *The Task of Healing: Medicine, Religion and Society in England and the Netherlands 1450-1800*. Ed. H. Marland and M. Pelling: Erasmus, 1996, pp. 101-33

P. Elmer, *The Library of Dr John Webster: The Making of a Seventeenth-Century Radical*, London: Wellcome Institute for the History of Medicine, 1986.

A. Geneva, *Astrology and the Seventeenth-Century Mind: William Lilly and the Language of the Stars*. Manchester, 1995.

L. Kassel, "How to read Simon Forman's Casebooks: Medicine, Astrology and Gender in Elizabethan London." *Social History of Medicine* 12, no. 1 (1999): 3-18.

O. Thulesius, *Nicholas Culpeper, English Physican and Astrologer*. Basingstoke, 1992.

M. MacDonald, "The Career of Astrological Medicine in England." In *Religio Medici: Medicine and Religion in Seventeenth-Century England*, ed Ole Peter Grell and Andrew Cunningham, Aldershot, 1997, pp. 62-90.

H. J. Cook, *Trials of an ordinary doctor: Joannes Groenevelt in seventeenth-century London*. Baltimore, 1994.

D. E. Nagy, *Popular medicine in seventeenth-century England*. Ohio, 1988, cap. 5, 'Women's role in Stuart Medicine'.

H. M. Dingwall, *Physicians, Surgeons and Apothecaries: Medicine in Seventeenth-Century Edinburgh*. East Linton, 1995.

M. Pelling, "Occupational diversity: Barbersurgeons and the trades of Norwich, 1550-1640." *Bulletin of the History of Medicine* 56 (1982): 484-511.

R. Porter, ed. *Patients and practitioners: lay perceptions of medicine in pre-industrial society*. Cambridge, 1985

R. Porter, *Patient's Progress: Doctors and Doctoring in Eighteenth-Century England*. Oxford, 1989.

M. McDonald, *Mystical Bedlam: Madness, anxiety and healing in seventeenth-century England*. Cambridge, 1981.

M. Green, 'Women's medical practice and medical care in medieval Europe', *Signs*, 14 (1989)

M. Green, 'Documenting medieval women's medical practice', in I. Garcia- Ballaster et al. (eds), *Practical Medicine from Salerno to the Black Death* (1994)

J. Benton 'Trotula, woman's problems and the professionalisation of medicine in the Middle Ages', *Bulletin of the History of Medicine* 59 (1985): 30-53.

H. King, "As if none understood the art that cannot understand Greek: the education of midwives in seventeenth-century England." In *History of Medical Education in Britain*, ed. V. Nutton and R. Porter. *Clio Medica* 30, 1995 184-198.

H. Marland, ed. *The Art of Midwifery: Early Modern Midwives in Europe*. London, 1993.

A. Wilson, *The Making of Man-Midwifery: Childbirth in England, 1660-1770*. London, 1995

W. Frijhoff, "Medical education and early modern Dutch medical practitioners: towards a critical approach." In *The Task of Healing* Ed. H. Marland and M. Pelling, pp. 205-20.

D. Gentilcore, "'All that pertains to medicine': *Protomedici* and *Protomedicati* in early modern Italy." *Medical History* 38 (1994): 121-142.

D. Gentilcore, "'Charlatans, mountebanks and other similar people': the regulation and role of itinerant practitioners in early modern Italy." *Social History* 20 (1995): 297-314.

D. Gentilcore, *Healers and healing in early modern Italy*. Manchester, 1998.

L. Brockliss and C. Jones, *The Medical World of Early Modern France*. Oxford, 1997.

madness, melancholy, nervous diseases

see also relevant material on Galenism and humoralism

Burton, Robert. *The Anatomy of Melancholy: What It Is, with All the Kinds, Causes, Symptomes, Prognostickes & Severall Cures of It*. 1621, numerous modern editions.

Cheyne, George. *The English Malady: Or a Treatise of Nervous Diseases of All Kinds in Three Parts*. London, 1733. ed. Porter

Bynum, W. F., Roy Porter, and Michael Shepherd, eds. *The Anatomy of Madness*. 2 vols. London, 1985.

M. Foucault, *Madness and Civilisation: a History of Insanity in the Age of Reason*. New York, 1965.

Gouk, Penelope. "Music, melancholy and medical spirits in early modern thought." In *Music as Medicine: The History of Music Therapy since Antiquity*, edited by Peregrine Horden, 173-94. Guilford: Ashgate, 2000.

M. MacDonald, *Mystical Bedlam*. Cambridge, 1981.

R. Porter, *Mind-Forg'd Manacles: A History of madness in England from the Restoration to the Regency*, London, 1987).

R. Porter (ed.), *Medicine in the Enlightenment*. Amsterdam: Atlanta GA, 1995.

R. Porter, "The New Eighteenth Century Social History", in J. Black, "Culture and Society in Britain 1660-1800, Manchester University Press, 1997.

Gender and history of the body

L.S. Dixon *Perilous Chastity: Women and Illness in Pre-Enlightenment Art and Medicine*. Ithaca, 1995.

B. Duden, *The Woman beneath the Skin: A Doctor's Patients in 18th-Century Germany*. Cambridge MA, 1991.

- B. Duden *Disembodying Women* (1993)
- T. Laqueur *Making Sex: Body and Gender from the Greeks to Freud*, London, 1990.
- M. Wiesner *Women and Gender in Early Modern Europe*. Cambridge, 1993.
- J. Cadden *Meanings of Sex Difference in the Middle Ages* (1993)
- D. Jacquart & C. Thomasset *Sexuality and Medicine in the Middle Ages* (1988)
- M.C. Pouchelle *The Body and Surgery in the Middle Ages* (1990)
- K. Park 'The life of the corpse: division and dissection in late medieval Europe' *JHMed* (1995)
- Responses to plague, syphilis
sources in Deansgate library
- A. G. Carmichael, *Plague and the Poor in Renaissance Florence*. Cambridge, 1986.
- C. M. Cipolla, *Cristofano and the Plague*. London, 1973.
- C. M. Cipolla, *Fighting the Plague in Seventeenth-Century Italy*. London, 1981.
- W.H. McNeill 'Transoceanic exchanges, 1500-1700' in id., *Plagues and Peoples* (1976)
- A.W. Crosby *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972)
- A.W. Crosby *Ecological Imperialism: The Biological Expansion of Europe, 900- 1900* (1986)
- M.N. Cohen *Health and the Rise of Civilisation* (1989)
- J.N. Hays *The Burdens of Disease: Epidemics and Human Response in Western History* (1998)
- C. Quétel *The History of Syphilis* (1986)
- J. Arrizabalaga and R. French, eds. *The Great Pox: The French Disease in Renaissance Europe*. London and New York, 1997.
- B.T. Boehrer 'Early Modern Syphilis', in J.C. Fout (ed.), *Forbidden History: The State, Society and the Regulation of Sexuality in Modern Europe* (1992)
- A.M. Moulin 'L'ancien et le nouveau: la réponse médicale à l'épidémie', *ibid.*
- M.D. Grmek 'The origin and spread of syphilis', in id., *Diseases in the Ancient Greek World* (1992)
- F. Guerra 'The dispute over syphilis: Europe vs America', *Clio Medica*, 13 (1978)
- S. Andreski *Syphilis, Puritanism and the Witch Hunts* (1980)
- A. Foa 'The new and the old: the spread of syphilis, 1494-1530' in E. Muir & G. Ruggiero (eds), *Sex and Gender in Historical Perspective* (1990)
- M. Pelling 'Appearance and reality: barber-surgeons, the body and venereal disease in early modern London', in A. Beier & R. Finlay (eds), *London 1500-1700 The Making of the Metropolis* (1981)
- W.F. Bynum 'Treating the wages of sin: venereal disease and specialism in eighteenth-century Britain', in id. & R. Porter (eds), *Medical Fringe and Medical Orthodoxy, 1750-1850* (1987)
- A. Fessler & R.S. France 'Syphilis in 17th-century Lancashire', *British Journal of Venereal Disease*, 2 (1945)
- H. MacGregor '18th-century VD publicity', *British Journal of Venereal Disease*, 31 (1955)

Centre for History of Science, Technology and Medicine

University of Manchester

ESSAY GUIDELINES

1. Presentation

Word length: 1500 words (course essay) 3000-5000 words (project).

Type (word-process) your essay, double-spaced, on one side of the paper only.

Number the pages and leave a left-hand margin of at least one-inch for marker's comments.

Leave two copies of your essay in the appropriate box outside the lecturer's office (Room 3.37 Maths Tower) by 3.00pm on the due date.

Essays which ignore these guidelines will lose marks.

2. Planning the essay

Reading: you are expected to go well beyond required lecture and seminar readings; at minimum five sources should be consulted for a course essay, ten for a project.

Prepare an outline of your argument. The outline should list in abbreviated form (e.g. on one side of A4), the points you wish to make, and the kind of evidence which you will cite. Once this outline is coherent, then draft the essay from it.

3. Writing the essay

The first paragraph should introduce the overall aims of the essay, and the last paragraph should briefly summarise your conclusions.

In order to help the reader, your paragraph structure should mirror the structure of your argument. Avoid a succession of very short paragraphs (one or two sentences) or long ones (more than one page).

Although your essay may refer briefly to required readings or lectures, your argument will need to go well beyond these sources. Simply re-iterating points already made therein will be heavily penalised.

4. Citing sources

If you use an author's argument or evidence, you must cite the author and title of the work you have used. You may cite these sources at the bottom of the page (footnotes), at the end of the essay (endnotes) or in the text in brackets (...). Since the full reference will be in your bibliography (see 4d below), you need only use an abbreviated form of reference, e.g. 'Pickstone, Medicine & Industrial Society, p. 123'.

Do not bother to quote an author directly unless his/her particular phrasing is important for your argument.

If you do quote directly from a work however, you must cite the author's name, title and the page where the quote appeared. Short quotes (3 lines or less) need only be set off with inverted commas. Longer quotes should be indented as a bloc, so that the reader can easily distinguish it from your own text.

Attach a bibliography at the end of your essay. Include only those sources you have used, following this model

Book: J.V.Pickstone, Medicine and Industrial Society (Manchester 1985).

Article: D.Edgerton, "Science and Technology in British Business History", Business History, vol.29 (1987), 84-103.

Use your sources critically. Simply reproducing what an author says does not impress markers. Noticing where an author's argument is weak does.

5. Marks

Once the essay has been marked, you may collect it from the appropriate tray outside the course tutor's office (Maths Tower 3.37) after 17 January 2003 (course essay), project by arrangement with course tutor. The mark given at this stage is provisional only; it does not become final until approved at the examiners' meeting in June.

Marks are awarded according to the following criteria:

Coverage of the relevant literature: have you drawn upon a reasonable number of sources from the reading list?

Understanding (of lectures, required readings, and readings used in your essay).

Structure of the argument: have you set out your argument or analysis in a clear way and supported it with relevant evidence?

Critical capacity: have you noticed the weaknesses in some authors' work? Have you reflected upon the weak points in your own argument?

Quality of prose: have you used complete sentences properly punctuated? Is your meaning clear?

Organisation of the material: does the sequence in which you present material make sense? Have you started a new paragraph each time you make a new point? Have you included an introduction and a concluding paragraph?

Format: have you followed the essay guidelines?

6. Plagiarism

For a general definition of 'plagiarism', see the University's policy on plagiarism, accessed via the Student Intranet (accessed via the University's home page).

<http://www.man.ac.uk/policies/39e.htm>

Bear in mind that plagiarism also includes 'recycling' parts of your own work which have been submitted for assessment at this University or elsewhere. CHSTM policy is that work displaying plagiarism gets an automatic mark of zero. The University may, however, opt to impose additional penalties; for details, see the Student Intranet cited above.

